

Equality Policy and Objectives

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1. Trust statement

Yorkshire Causeway Schools Trust is committed to being a place where everyone is valued and respected, where we share commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation.

Every person matters, and our schools are committed to promoting equal opportunities, valuing diversity and tackling social exclusion. The school environment influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We understand that equality, diversity and inclusion are not a singular concept; they are three different concepts.

- **Equality** is about providing equal access and protecting against discrimination; it is underpinned by legislation. Equal opportunity means treating everybody equally well. Treating people equally well is not treating everybody the same, and it's not treating others how you would want to be treated, but it is treating every individual how they need to be treated.
- **Diversity** is simply difference, and we are all different from each other.
- **Inclusion** is a feeling, an emotion; it is affected when people feel safe, trusted, valued, respected, and have a sense of belonging. We will only be able to reap positive benefits from greater diversity if we build inclusive cultures first. Building an inclusive culture is not 'another thing to do' but is about 'all we do.'

Yorkshire Causeway Schools Trust aims to promote equality, diversity and inclusion and to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard in all it does to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Our school vision and values

The values within St Aidan's are grounded in the Christian faith based on love, compassion and respect for each other as well as the world we live in. The school's vision statement reflects the school's ambitions for all its pupils and have been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils. The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure

their presence, participation and achievement. The school is committed to addressing any actions which are identified to improve our inclusive practice.

Three foundational principles underpin our Christian vision for educational flourishing; that all are:

- **Called to flourish** – all staff and students are whole human beings made in the image of God (Genesis 1:27). We are ‘fearfully and wonderfully made’ (Psalm 139), intentionally created as a reflection of the imagination and creativity of the Creator. St. Paul makes it clear that we all have unique gifts, given to us by God, which enable us to ‘do good works, which God prepared beforehand, that we should walk in them’ (Ephesians 2:10)
- **Connected to flourish** – St. Paul reminds us that ‘together you are the Body of Christ, and each one of you is a part of that body’ (1 Corinthians 12:27). Our school experiences a web of relationships and reciprocal actions between leaders, teachers, staff, students, families, and the wider community.
- **Committed to flourishing** – flourishing is not simply a state of being, but also a process – one to which we are fully committed.

Our School Vision

Living and learning according to our Church foundation and the example of St Aidan, we strive to be a centre of academic excellence where all our students flourish because of the quality care, nurture, and education they are given. Our students will develop in character to become courageous and confident. They will be brave enough to see the opportunities in every difficulty, and wise enough to promote respect and kindness through the choices they make. Guided by our Christian vision we walk together to ensure that each and everyone knows the gift of life in all its fullness.

This vision is expressed in how we live and learn together:

- **Wisdom** – learning all that we can about the world and how to live well in it
- **Aspiration** – exploring our calling and achieving the best for others and ourselves
- **Learning well together** – putting good relationships at the heart of our community
- **Kindness** – as God’s children, upholding dignity and respect, justice, and charity

3. Aims

This document is inclusive of our whole school community, and sets out how they will be protected in our school from harassment and discrimination against the following protected characteristics:

- Disability
- Sex
- Gender reassignment
- Race
- Religion and belief
- Sexual orientation
- Age
- Pregnancy and maternity
- Being married or in civil partnership

Sexism, racism, negative attitudes towards disability, homophobia or other discriminatory practices will not be tolerated and will be dealt with in line with our behaviour policy, staff disciplinary policy or complaints procedure.

4. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

5. Roles and responsibilities

The Trust Board will:

- Promote equality, diversity and inclusion across the Trust
- Develop and encourage the development of inclusive leaders at all levels
- Be responsible overall for ensuring that schools meet their legal requirements in respect to equality

The governing board will:

- Ensure that the equality information and objectives as set out in this document are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is reviewed at least every year, and that the equality objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Give a consistent and high-profile lead on equality and inclusion
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff will:

- Promote equality and inclusion, and avoid unfair discrimination
- Actively respond to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors
- Have due regard to this document, and to work towards achieving the equality objectives
- Keep up to date with equality law and participate in equal opportunities and diversity training as required

Pupils are expected to:

- Respect others in their language and actions

6. Public sector equality duty (PSED)

We will meet our PSED obligations as set out below:

a. Eliminating discrimination

We are aware of our obligations under the Equality Act 2010 and comply with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, trustees and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive appropriate equality and diversity training as part of their induction and have further opportunities for professional development in these areas available throughout their career.

Our school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

b. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, we aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay/transgender pupils who are being subjected to homophobic or transphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, we will:

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and monitor progress
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Record, through the Behaviour System, any incidences of discriminatory behaviour so they can be identified quickly and dealt with appropriately.

c. Fostering good relations

We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, ensure that our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

d. Equality considerations in decision-making

We ensure that we have due regard to equality considerations whenever significant decisions are made, and when developing and improving our policies.

We will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, we will consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

7. Review and monitoring

The practical application of this policy will be reviewed within school annually or when the need arises by the Headteacher and nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

a. Mechanisms for involvement

When developing our equality objectives, we are clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, staff, governors, trustees, and external agencies. This will ensure the school gleans insights into barriers faced

by people from different social identity backgrounds and learns the best ways to overcome these barriers. This may be achieved through:

- Focus groups/school council
- Surveys – staff/parent/pupil
- Exit interviews – staff/pupil
- Individual discussions, including those with people involved in incidents of a discriminatory nature
- Feedback from:
 - Staff meetings
 - Governing Body meetings
 - Trust Leaders Group
 - Trust Board
 - PTA
 - Student Voice
 - Stakeholder Voice

8. Associated documents

- Accessibility plan
- Inclusion policy
- Risk assessments
- School improvement plan
- SEN policy
- Behaviour policy
- Anti-bullying policy
- Child protection policy
- Staff code of conduct
- Staff disciplinary policy and procedure
- Complaints policy

APPENDIX ONE: Equality Objectives 2023-2027 for St. Aidan’s CE High School

These objectives are created giving due regard to PSED and are based on current needs analysis within our school, updated at least every four years.

Objectives	Actions:	Person(s) responsible:	Monitoring milestones/success criteria:
<p>Fostering good relations</p> <p>Aim: To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including: gender, sexuality, race and religion.</p> <p>Objective: To develop student and staff awareness and understanding of the different protected characteristic groups that are represented in our school.</p>	<p>Ensure a Senior Staff member has leadership responsibility for Equality, Diversity and Inclusion (EDI)</p> <p>Staff to undertake training around equality, diversity and inclusion through the National College.</p> <p>Weekly collective worship and PSHE to celebrate and raise awareness of diversity.</p> <p>School calendar planned with due regard to religious festivals</p>	<p>SDR</p> <p>Whole staff</p> <p>MGE</p> <p>SLT</p>	<p>Staff will have increased understanding of the Equality 2010 legislation and how to teach Protected Characteristics.</p> <p>Collective Worship calendar planned to include awareness days. A planned, inclusive PSHE curriculum.</p> <p>Awareness days and festivals incorporated into school calendar. Visible celebration of key events through school social media.</p>
<p>Advancing equality of opportunity</p> <p>Aim: To raise awareness and maximise the outcomes for students with a specific learning need, with a particular focus on developing strategies to support students.</p> <p>Objective: Develop staff understanding of diverse learning</p>	<p>Staff to undertake development opportunities and awareness training.</p> <p>Staff to use the Adaptive Teaching strategies to meet the needs of all students.</p> <p>Staff to monitor the achievement of all students and use this data to raise</p>	<p>SENDCo</p> <p>Whole staff</p>	<p>Awareness sessions for staff</p> <p>Lesson observation and learning walks to monitor inclusive practice.</p> <p>All staff completed Adaptive Teaching training and feedback to departments. Evidence in practice and resources.</p>

<p>needs within the school and provide ongoing CPD for staff, identifying practical strategies to remove barriers for students.</p>	<p>standards and ensure inclusive teaching.</p> <p>Embed a new behaviour system to support identifying students who need help regulating their behaviour.</p>	<p>IAN / DHH</p>	
<p>Eliminating discrimination</p> <p>Aim: To become a fully inclusive school where all learners have access to high-quality education (EIF)</p> <p>Objective: raise awareness of barriers to learning, removing where possible and ensuring staff are resourced to meet learner needs</p>	<p>Consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying</p> <p>Curriculum review</p> <p>Audit / evaluate provision against Inclusion mark criteria.</p> <p>Work for successful award of the Inclusion Quality Mark</p> <p>Ensure the digital strategy is equipped to remove barriers for vulnerable learners</p>	<p>Whole staff / IAN</p> <p>MGE</p> <p>JRD / KDS</p> <p>JRD / KDS</p> <p>THH</p>	<p>Clear and consistent behaviour policy as embedded practice with all staff.</p> <p>Decrease in incidence of prejudicial bullying.</p> <p>Evidence in curriculum plans of inclusive language and topics which promote the understanding and celebration of other cultures.</p>